



Unit 26: Work-related Learning in Hospitality

Delivery guidance

This unit introduces planning for activities which prepare for employment and training in hospitality. It examines the outcomes and benefits of professional development and work-related learning as well as common career entry points. Learners will carry out personal assessments to determine their strengths and weaknesses and they will take part in a series of work-related activities.

In this unit, learners will reflect on their performance in the work-related activities and produce a personal development plan to allow them to meet their development needs.

Approaching the unit

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, such as:

- class and small group discussions, e.g. on common career entry points
- individual or group presentations, e.g. to cover work experience opportunities
- case studies, e.g. to illustrate outcomes and benefits of professional development and work experience
- videos, e.g. to illustrate interview techniques.

Learners will benefit from visits to different hospitality businesses and the involvement of local businesses so they can gain an insight into how the businesses work. You can involve local employers by:

- inviting them as guest speakers
- inviting them to be in the audience for learner presentations
- asking them to contribute to case study material
- asking them to supervise work experience for learners
- asking them to provide business materials as exemplars
- asking them to mentor learners.

Learning aim A

Learning aim A introduces learners to the work-related learning and development opportunities available to them. This learning aim helps learners to develop their investigative and research skills in their searches for work-related learning and development opportunities. They will also develop their evaluation skills when selecting the best opportunities to meet the changing requirements of job roles. You could deliver this learning aim in various ways, for example, by using practice reports, investigations and information gathering tasks as well as videos and guest speakers.

Learning aim B

Learning aim B is largely practical. Learners develop their work-related skills by carrying out a personal assessment and preparing for and taking part in mock recruitment activities.

Learning aim C

Learning aim C allows learners to reflect on their performance in work-related activities, as well as the skills they demonstrated to develop a personal development plan which can also prepare them for employment in the hospitality industry. By completing this learning aim, learners will develop their reviewing, evaluating and analytical skills, and delivery will include practice report writing and individual planning activities.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate opportunities for professional development and work-related learning	A1 Work-related learning and development A2 Outcomes and benefits of professional development and work-related learning A3 Common career entry points	Learners will research the work-related learning and development opportunities for a job role they are interested in. Learners will prepare a short report evaluating these.
B Plan and take part in activities to prepare for employment or training in hospitality	B1 Carry out an initial personal assessment B2 Prepare for employment or training in hospitality B4 Take part in a recruitment interview	Learners will carry out an initial personal assessment of their skills. They will prepare and complete documents to plan to take place in a recruitment interview, which will be observed by the tutor.
C Reflect on your preparation and individual performance in the interview, developing a plan for improvement of skills	C1 Review and evaluation C2 Develop a personal development plan based on personal assessment	Learners will use feedback from interviewers and tutors, and their own reflections, to review the success of their planning activities and their performance in the interview to produce a personal development plan for a specific job.



Assessment guidance

This unit is internally assessed. The recommended assessment is through two assignments, one for learning aims A and B combined, and one for learning aim C.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

Learning aim A requires learners to investigate the range of work-related learning and development opportunities for a specific job role. They will also investigate the benefits they will gain by undertaking professional development and work-related learning. Learners will also explore the common career entry points and are required to produce a short report evaluating the options.

Learning aim B requires learners to carry out a personal assessment of their skills. They should also prepare and complete documents for employment in a specific role, including:

- CV writing
- application forms
- letters of application.

Learners will prepare for and take part in a recruitment interview which will be observed by the tutor.

Learning aim C requires learners to use feedback from their interviewers and tutors, together with their own reflections, to review their performance in the work-related activities. Learners will use their reviews to produce a personal development plan which will help them to gain their ideal job.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 26: Work-Related Learning in Hospitality
Introduction Begin by providing an overview of the unit, what learners will study and how they will be assessed. This delivery guide assumes that learners have no prior knowledge of activities which prepare for employment and training in hospitality.
Learning aim A: Investigate opportunities for professional development and work-related learning • Use a presentation to introduce the learning aim and how it will be assessed. • Have a class discussion and ask learners to share an ambition they have for the future or a job they would like to try. Learners could make a list of their top five 'dream jobs', which they share with the group. • Discuss the importance of finding the right career path that might get them to their ultimate goals. Encourage them to consider how work-related learning and development could help them to decide on and follow that path. • Use a presentation to introduce the different types of work-related learning and development available: ○ work experience opportunities ○ work placements ○ voluntary work ○ part-time work. • Ask learners to work in small groups to research the types of placement available in the area and share their findings with the whole group. Learners could then write an evaluation of the extent of these opportunities. • Use a class discussion to allow learners to share their thoughts on the outcomes and benefits of professional development and work-related learning. Capture their suggestions on a flip-chart or whiteboard. • Ask learners to work in small groups to prepare a presentation which they will present to their peers. Each group will focus on different outcomes and benefits of work-related learning and development, and how they affect the learner's ability to get a job or gain a place on an apprenticeship or degree course. Ensure the presentations cover: ○ clarifying career goals ○ gaining insight into the way businesses operate and the challenges they face ○ increasing skills and knowledge ○ networking ○ understanding a particular job or industry ○ gaining referees ○ attending in-house training courses. • Referring to learners' ideal jobs, use a series of videos to introduce the common career entry points. You may wish to produce a worksheet to help learners to capture all of the information. (Search for the terms listed below on YouTube.)



- Food and beverage service: Emily Bird 'Food and Beverage Service' or 'Jobs on a cruise ship – food and beverages'
- Food production: Works TV 'Chef Jobs – Libby the apprentice chef's story' or Works TV 'Chef Jobs – Hugh the chef's story'
- Front office/reception: Springboard UK 'My job as a receptionist'
- General: Springboard UK 'My hospitality life'
- Housekeeping: Buck Ross 'Life of a housekeeper'.
- Ask learners to compile a portfolio of individual research findings on their ideal entry job. Their research should cover:
 - a minimum of three realistic placement opportunities (part-time work, volunteering and a placement)
 - information on each business (for example, leaflets, brochures or website information)
 - practical information (hours of work, etc.)
 - job specifications.

Learners should write an overview of their findings. As an extension activity, ask learners to map the career path for their chosen job role, either generally or within one of the businesses investigated. Learners can submit this in the form of a written report.

- You could invite guest speakers to talk about the placements and work experience offered by their businesses. Learners could ask questions about the companies' approach to placements and the entry requirements. Learners produce a short report to summarise the information gained.
- Check learning using a quiz or test.

Learning aim B: Plan and take part in activities to prepare for employment or training in hospitality

- Use a presentation to introduce the learning aim and how it will be assessed.
- Working individually, learners carry out a series of personal assessment questionnaires, the first of which will help them to understand learning preferences.
- If you search online for 'Kolb's Learning Style Questionnaire' you will find a downloadable, printable version of the test. Learners can complete the activity to establish their preferred learning style. Once complete, learners can share their results and you can collate the information. Use the information provided on the questionnaire, or a presentation, to explain each of the learning styles and the type of learning activity preferred by each style. Explain that an equal mix of all learning styles is the preferred outcome.
- Introduce Belbin's team role theory using a presentation. Explain how Belbin identified individual team roles and identified the behavioural strengths and weaknesses of each role. Explain Belbin's theory that, by understanding your role within a team, you can develop your strengths and manage your weaknesses as a team member and therefore improve your contribution to the team.
- Learners could carry out the Belbin Self-Perception Inventory to determine their individual roles. This can be found by searching online for 'the latest generation of Belbin assessments and reports'. Discuss the outcomes of the activity to see if learners agree with the results. As an extension activity, learners could produce a short report in which they evaluate their personal traits against those identified by the Belbin activity.

- Using one of the job descriptions collected for their portfolios for learning aim A, ask learners to carry out a skills audit. You could prepare a worksheet to capture this information. Learners must assess their:
 - technical skills
 - qualifications
 - leadership skills
 - interpersonal and soft skills.

Learners should identify their strengths and weaknesses as shown by the audit.

- Provide example CVs and ask learners to work in groups to discuss the content of a good CV and agree what it must contain.
- Using ICT, or CV templates, ask learners to compile their own CVs. They can share their work with the class for peer review.
- Provide example letters of application and ask learners to discuss the content of a good letter of application and agree what it must contain.
- Using ICT, or letter of application templates, ask learners to complete a letter of application for their selected job role. Again, they can share their work with the class for peer review.
- Provide examples of application forms and ask learners to complete them. Learners then swap forms with other learners for peer review.
- Provide a case study of a real employer and a specific job role (this can be generic or an old job previously advertised by the company). Ask learners to research the employer and produce a short report about the employer and their business.
- Use a YouTube video to prepare learners for an interview. You can find a useful clip from JobGuide247 if you search 'Job interview tips – 14 tips to prepare for a job interview'.
- Ask learners to think of likely questions they may be asked in a job interview, share their ideas and peer review. Ask learners to work together to agree and write 'model' answers to some or all of these questions.
- Work out role play scenarios for learners to take part in. Learners can take it in turns to interview each other and you can provide feedback. Learners must be aware of the following during the role play interviews:
 - first impressions
 - body language
 - being prepared
 - listening carefully
 - answering questions well
 - selling themselves
 - asking relevant questions.
- Allow for an additional formal mock interview which can be recorded to allow learners to reflect on their performance and so that you can provide formative feedback.
- Check learning using a quiz or test.
- Issue the assignment brief for learning aims A and B.
- If possible, ask an employer to be part of the interview panel for the summative assessment interview and to provide feedback to each learner.



Learning aim C: Reflect on your preparation and individual performance in the interview, developing a plan for improvement of skills

- Use a presentation to introduce the learning aim and how it will be assessed.
- Using feedback from the mock interview activity and their own reflections, learners can review and evaluate their performance in the role play activity. You may wish to design a template to assist with this task. Ask learners to provide a written evaluation of their performance, concentrating on:
 - the role play activity using the feedback and recorded evidence
 - an individual appraisal of their performance during the interview
 - a review of communication skills during the interview
 - assessment of how the skills acquired support the development of employability skills.

As an extension activity, ask learners to explain how they can improve their performance. This can be in the form of a short report.

- Use a presentation to explain the use of skills audits and how they inform training requirements and individual goals. Move on to introduce the SMART mnemonic and break it down into its component parts. Further explain the types of objective and the reasons for setting objectives. Explain that objectives should also be SMART. Allow learners to practise writing individual SMART career goals and to share their goals with their peers for feedback.
- Ask learners to reflect on their personal career objectives, both short and medium term. You might want to design a template or worksheet to capture this information.
- Ask learners to use their skills audits from learning aim B to carry out a SWOT analysis on their current skills. They can then use this SWOT analysis to compile SMART targets for improvement. They should collate all this information and use it to design a personal development plan, justifying how this plan will support their further career. Learners should share their plans with the class. You can provide formative feedback.
- Check learning using a quiz or test.
- Issue the assignment brief and allow time for learners to complete the task for learning aim C.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit is relevant to all other units within the specification.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Douglas, A. and O'Neill, S., *The Essential Work Experience Handbook*, 3rd edition, Gill Education, 2010, ISBN 9780717147595

Longson, S., *Making Work Experience Count*, 2nd edition, How To Books, 1999, ISBN 9781857035179

Fanthome, C., *Work Placements – A Survival Guide for Students*, Red Globe Press, 2004, ISBN 9781403934345

Each of these books contains useful guidance on applying for a work experience placement. Suitable for learners 16+

Websites

BusinessBalls – contains some useful, free learning and development resources

Business Case Studies – a free resource which includes case studies on training and development

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.